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ABSTRACT

The brochure provides an overview of the components of vocational assessment used in many Cooperative Services Model (CSM) projects in New York State. Federal and state requirements for vocational assessment for students with handicapping conditions, the purpose of vocational assessment, and a suggested vocational assessment model are discussed. The assessment process is used to document student-specific information regarding aptitudes, abilities, interests, and vocational awareness to be considered in the development and implementation of the Individualized Education Program. The goal of the process is to foster the provision of appropriate educational services to students with handicapping conditions and a fuller realization of their academic and employment potential. Three levels of assessment are identified, each being progressively more comprehensive and time intensive. Appendices provide a directory of CSM projects and contact information for vocational rehabilitation and special education and training resource centers in New York State. (PB)

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THE VOCATIONAL ASSESSMENT OF STUDENTS WITH HANDICAPPING CONDITIONS

Definition and Programmatic Guidelines

This report was prepared by the Cooperative Services Model Project
BOCES 2, Suffolk
in cooperation with the New York State Education Department,
under Grant Number 076-88-0022

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March 1989

TO: School Board Presidents
District Superintendents
Superintendents of Public and Nonpublic Schools
Secondary Principals of Public and Nonpublic Schools
Committee on Special Education Chairpersons
Directors of Occupational Education
Directors of Pupil Personnel Services
Directors of Special Education
OECHC Commissioner's Advisory Panel
OGOE State Council on Vocational Education
OVR Advisory Panel

FROM: Assistant Commissioner for Education of Children with Handicapping Conditions, Lawrence C. Gloeckler

Assistant Commissioner for Vocational Rehabilitation, Betty S. Hedgeman

Assistant Commissioner for General and Occupational Education, Lorraine R. Merrick

SUBJECT: The Vocational Assessment of Students with Handicapping Conditions

Since 1984 the Offices for Education of Children with Handicapping Conditions, Vocational Rehabilitation, and General and Occupational Education have provided financial and professional staff support necessary to implement the Cooperative Service Model (CSM) program. The 11 Cooperative Services Model projects, which have been established in selected local educational agencies throughout New York State, coordinate special and occupational education and vocational rehabilitation services to students with handicapping conditions and have enhanced their access to appropriate vocational assessments and occupational education programs. The CSM program is credited for the successful transition of many disabled students to opportunities following their secondary education program.

Within this model program, vocational assessment is regarded as an important process for the collection of information to be considered in identifying appropriate services, programs, and interventions for students. CSM project staff have collaborated over a period of several years to develop, field test and refine an effective approach to vocational assessment.

The Vocational Assessment of Students with Handicapping Conditions describes an effective process which can be used to document student-specific information regarding aptitudes, abilities, interests, and vocational awareness to be considered in the development and implementation of the Individualized Education Program. This process assists schools in fulfilling responsibilities prescribed by Federal and State laws and regulations. More importantly, these "best practices" will foster the provision of appropriate educational services to students with handicapping conditions and a fuller realization of their academic and employment potential.

Additional copies of this publication are available from:

Attn: Vocational Assessment Manual
OECHC - Division of Program Development
Room 1071, Education Building Annex
New York State Education Department
Albany, NY 12234

The Vocational Assessment of Students with Handicapping Conditions

Definition and Programmatic Guidelines

This report was prepared by the Cooperative Services Model Project
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under Grant Number 076-88-0022

The University of the State of New York • The State Education Department
Office for Education of Children with Handicapping Conditions
Office of General and Occupational Education • Office of Vocational Rehabilitation
Albany, New York 12234

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INTRODUCTION

- **What should my career goals be?**
- **Are my job interests realistic?**
- **What kind of work will I be really good at doing?**
- **Do I need occupational education?**

Questions like these are typical of many students as they prepare for the world of work. Career decisions are often complex and require a wide variety of information to be jointly considered by the student, parents or guardians, and school staff. For many students, participation in occupational education courses, or sequences of courses, is an effective means of developing important vocational insights and competencies.

Occupational education can be a valuable school experience for students of all ability levels. Appropriate access to occupational education courses and programs which are well-planned and implemented enhances the rate at which students complete their secondary education programs with competencies necessary to obtain and maintain competitive employment. For students with handicapping conditions, participation in occupational education may be essential to ensure future employment which is consistent with individual abilities and interests. The decision as to whether to participate in occupational education and the particular area(s) of course concentration should be based on information obtained through vocational assessment.

Vocational assessment is an ongoing process involving the systematic collection of information about a student's vocational aptitudes, abilities, expressed interests, and occupational awareness. Based on the age, abilities, interests, and needs of each student, an appropriate vocational assessment may include the review of existing school information, the conduct of informal interviews, the administration of one or more formal vocational evaluations, and job and student performance analyses made in real or simulated work settings. This assessment process will yield the information which is necessary to answer the questions above and plan each student's school program. The successful transition to competitive employment or postsecondary education is the goal of the vocational assessment process.

The information presented in this brochure is an overview, intended to provide educational professionals with an understanding of the components of vocational assessment used in many Cooperative Services Model (CSM) projects in New York State. Since 1984, the State Education Department offices of Education of Children with Handicapping Conditions, General and Occupational Education, and Vocational Rehabilitation have provided financial and professional staff support to selected local educational agencies to improve the coordination and provision of special education, occupational education and vocational rehabilitative services to students with handicapping conditions. Over the past five years, this program has been highly effective in enhancing the provision of vocational assessments and occupational programs, and assuring the successful transition of students to postsecondary opportunities.

FEDERAL AND STATE REQUIREMENTS PERTAINING TO VOCATIONAL ASSESSMENT

Vocational assessment and occupational education are important considerations in the development of the Individualized Education Program (IEP) for each student with a handicapping condition. Although there is variability in the vocational assessment strategies and occupational education program options of local educational agencies, school district policies and procedures must be consistent with Federal and State laws and regulations. A listing and abbreviated description of these legal requirements follow:

Federal Requirements

The Education of All Handicapped Children Act (P.L. 94-142) requires that all students with handicapping conditions receive a free appropriate public education in the least restrictive environment. Among the components which must be included on each student's Individualized Education Program are present levels of educational performance, annual goals and instructional objectives, special and regular education programs and services, and procedures for determining whether instructional objectives are being achieved. Schools must also ensure that disabled students receive appropriate access to the occupational education opportunities which are available to their nonhandicapped counterparts.

The Carl D. Perkins Vocational Education Act (P.L. 98-524) provides Federal assistance to local educational agencies for occupational education programs. School districts receiving these VEA funds are required to conduct vocational assessments for students with handicapping conditions who are enrolled in occupational education programs. This assessment must be sufficient to identify vocational interests, abilities, and special needs, with consideration given to each student's specific handicapping condition, to assure successful completion of the occupational education program. School districts must also provide information concerning occupational education opportunities to students with handicapping conditions and their parents no later than the ninth grade.

New York State Requirements

Part 100.2 of the Regulations of the Commissioner of Education specifies that: "Each student with a handicapping condition, as such term is defined in section 200.1(cc), must have access to the full range of programs and services in the school district to the extent that such programs and services are appropriate to such student's special education needs." This section of regulations also requires that public school districts offer students the opportunity to begin an approved occupational education sequence in ninth grade. Section 100.4 of these regulations further specifies that all students in grades seven and eight receive occupational education program instruction in Technology Education, and Home and in Career Skills.

Part 200.4 of the Regulations requires that students suspected of having a handicapping condition be assessed in all areas related to the possible disability including, "where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, VOCATIONAL SKILLS, communicative status, and motor abilities." (Emphasis added)

Regulations further require that the school district Committee on Special Education (CSE) carefully consider the inclusion of occupational education courses and activities in the IEP based on individual student characteristics. The IEP should include prevocational or vocational components, as appropriate, throughout the student's school experience; but consideration of such program options becomes especially important beginning in the early secondary grades. Prior to recommending occupational education programs, the CSE must consider the appropriateness of conducting a vocational assessment. The CSE decision to recommend specific occupational education sequences should be based on the results of the vocational assessment and the individual strengths, needs and interests of the student.

THE PURPOSE OF VOCATIONAL ASSESSMENT

The Committee on Special Education is responsible for designing an appropriate special education program for each student with a handicapping condition. In those instances where a student is being considered for inclusion in occupational education, the committee must consider the appropriateness of conducting a vocational assessment. Vocational assessment will provide a written appraisal of the student's vocational development, vocational potential, recommendations for occupational program placement, and, if necessary, program modification, support services, and specialized and adaptive equipment. This process will improve career counseling and facilitate decision making for students. Students and their parents/guardians, counselors, and committees on special education should work together in reviewing assessment information and making decisions regarding vocational education, support services, and establishing realistic educational/career goals. The vocational assessment report, therefore, provides documentation upon which vocational decisions should be based.

A SUGGESTED VOCATIONAL ASSESSMENT MODEL:

Summary of Best Practices used by Cooperative Services Model Projects

The amount and type of information collected on each student must be sufficient for the Committee on Special Education to make and substantiate appropriate occupational education program decisions. Three levels of vocational assessment have been identified, each being progressively more comprehensive and time intensive.

Level I

Level I vocational assessment is a process of gathering and analyzing existing information and conducting informal interviews with the student, parent/guardian, and classroom teachers. It does not require any specialized testing or vocational evaluation instruments, but rather takes a look at the student from a vocational perspective. The major issue to be resolved is whether upon graduation or program completion, the student will be prepared to enter the work force as a contributing member of society.

The following information should be reviewed:

1. Special education eligibility data (results of the CSE evaluation including medical, social, psychological, and academic data).
2. Cumulative school records (grades, attendance, management needs, etc.).
3. Parent/guardian contact (in person, by telephone or letter) to determine perceptions of their child's current functioning and their expectations regarding future vocational options.
4. Teacher assessments of student aptitudes, achievements, interests, learning styles, behaviors, and participation in occupational exploration activities.
5. Informal student interview to identify areas of vocational interest, social competence and/or adaptive behavior as it relates to prevocational skill development and eventual occupational education placement. A structured interview form may be used.

Level I vocational assessment should be conducted for all students with handicapping conditions no later than the sixth grade and updated annually. A trained vocational evaluator, a special education teacher or a guidance counselor knowledgeable of the world of work and the functional implications of handicapping conditions should be assigned by the local school district to collect the Level I assessment data.

Level II

A Level II vocational assessment builds upon the information gathered from the Level I assessment. Specialized vocational evaluation instruments, such as a vocational interest inventory, vocational aptitude battery and selected work samples for ability testing, are introduced at this level. A Level II assessment usually requires three to five

hours to complete and should always include hands-on evaluation activities. Traditional paper and pencil vocational aptitude tests alone are not sufficient to meet the full requirement of this assessment. A Level II assessment will include an interest inventory and information related to the following performance areas, as appropriate:

1. Perception (visual/auditory/tactile)
2. Motor (dexterity, speed, tool use, strength, coordination)
3. Spatial Discrimination
4. Verbal (reading, writing, speaking)
5. Numerical (measurement, money skills)
6. Comprehension (task learning)
7. Attention (staying on task)
8. Learning styles

This type of assessment should be conducted for students with a handicapping condition by age 15 or before grade nine. An update should be conducted as part of the triennial evaluation. A Level II assessment should be conducted by an educational professional who has received training in vocational assessment and the vocational implications of handicapping conditions. Though it is recommended that a trained vocational evaluator administer or supervise this level assessment, an experienced guidance counselor, special education teacher, or occupational education instructor can also be trained to conduct the assessment.

It is recommended that students receive a Level II assessment as part of the Home and Career Skills curriculum.

Level III

The Level III assessment is not necessary for all students with handicapping conditions. When the Level II assessment is inappropriate or has not provided sufficient information for occupational program planning, usually due to the severity of the handicapping condition, a Level III assessment is in order. This is a comprehensive vocational evaluation that utilizes work, real or simulated, as the basis for assessment and vocational counseling.

The process used in conducting this type of assessment is similar to that of Level II, but is much more intensive and can require approximately ten days to complete. Level III assessment should be conducted by individuals with extensive vocational assessment experience and training, and requires resources such as those available in a vocational rehabilitation facility or an occupational assessment center.

For some students, this type of assessment may be required to determine eligibility for postsecondary education services from the Office of Vocational Rehabilitation (OVR). Consideration should, therefore, be given to consulting with an OVR counselor prior to scheduling a Level III assessment, especially if it is expected, based on Level I and Level II assessment results, that the student will be referred for OVR services.

VOCATIONAL EVALUATION:

The collection and documentation of vocational assessment information is frequently carried out by utilizing commercially and program-developed vocational evaluation instruments. Such instruments consist of individual work samples that are designed to simulate the world of work and assess a wide variety of skills. Through a formal vocational evaluation, acquired abilities, aptitudes and interests are identified and compared with specific performance criteria to predict potential vocational success. It is then possible to write appropriate IEP Phase I occupational goals and recommend a program and placement. The performance criteria are usually derived from workers employed in business and industry, but may also include comparison data from other groups such as students with similar special needs.

It is important that vocational evaluation instruments be valid and reliable. Locally developed work samples are frequently designed by occupational education instructors familiar with the entry level skills needed to succeed in their particular area(s) of expertise. Most reputable commercial vocational evaluation developers have acceptable validation studies and have established reliability based on extensive testing and research.

SITUATIONAL VOCATIONAL ASSESSMENT:

Situational vocational assessment is often used to supplement, or as an alternative to, a more formal Level II or III vocational assessment. This approach assumes that the most appropriate environment in which to assess a student's vocational aptitude is the actual work setting. It is a process through which students participate in a variety of occupational experiences which have been selected and analyzed by the school district as necessary for the acquisition of required skills and abilities. The individual, in turn, is assessed "on the job" to determine which skills and abilities have been acquired, as well as aptitudes and the manner in which additional necessary competencies may be developed. A multi-occupational education, occupational exploration or, if possible, a work experience program are appropriate environments for this approach. The hands-on assessment may be conducted at an actual work setting or in a simulated setting. Behavioral observations and monitoring checksheets are used to document student performance. The drawbacks to a situational assessment are the extended time necessary to complete the process, the need for additional training

resources, and the informal nature of the assessment, the validity of which may be challenged. Situational assessment is more useful as a supplement, rather than an alternative to a vocational evaluation.

VOCATIONAL ASSESSMENT REPORT:

The vocational assessment report should provide documentation, appraisal, and recommendations to define special needs, to establish occupational goals, and, if appropriate, to determine an occupational program placement. A report format should be developed that is easily understood and useful to those professionals responsible for counseling the student and presenting the information to the CSE.

Experience has shown that commercially developed vocational evaluation report formats, usually sold with the evaluation instruments, are frequently inadequate as the sole reporting device. A locally developed vocational assessment report can be designed to meet specific needs of the school and provide consistency in interpretation, especially when attached to commercially developed reports from more than one publisher.

A vocational assessment report should clearly identify information that can be easily translated into IEP Phase I program and service components and occupational education goals. Additional information may include:

1. Perceived occupational interests and preferences
2. Occupational interest factors
3. Vocational strengths and weaknesses
4. Learning style
5. Language proficiency
6. Recommendations for occupational program placement
7. Suggested areas for occupational exploration
8. Type of program (modified regular education, full-time special education, regular education, work-study)
9. Type of modification or support service
10. Specialized or adaptive equipment
11. Comments/narrative

TIMELINES FOR VOCATIONAL ASSESSMENT:

The vocational assessment process should begin as early as the first questions concerning career goals are being considered. Such questions could begin as early as kindergarten, and must be considered with a Level II assessment implemented by age 15 or grade nine.

Vocational assessment is a process, with the vocational evaluation serving as a tool that quantifies the information needed to document the process at regular intervals. It is recommended that a Level I vocational assessment update be conducted as part of each annual review for students with handicapping conditions, and that a Level II or III assessment be completed when appropriate and as part of the triennial evaluation.

VOCATIONAL EVALUATION TRAINING:

The major obstacle to completing a successful vocational assessment is rarely the instrument or approach used, but most often the lack of training, preparation, and support for the individual responsible for conducting the vocational evaluation. The importance of appropriate training cannot be overemphasized as the assessment process must be appropriately adjusted for students with limited proficiency in English, students with fine and gross motor impairments, students with severe emotional disturbances, and others. Training can be obtained from a number of sources, such as the evaluation instrument developer, Special Education Training and Resource Centers (SETRC), Cooperative Services Model Projects, selected colleges, consultants, and internships with experienced evaluators at established centers or programs.

VOCATIONAL ASSESSMENT/EVALUATION INSTRUMENTS:

Vocational assessment is a process through which a wide variety of vocational evaluation instruments can be applied, based on individual student characteristics. No one instrument exists that can meet the needs of all students. Choice of instruments should be based on the evaluator's knowledge of the benefits and limitations of a variety of commercially developed evaluation instruments. Program-developed evaluation instruments can be very useful, but require careful thought and preparation.

There are many commercially developed vocational evaluation instruments available. The following is a partial list of instruments that have been successfully used in the Cooperative Services Model Program, but there are many more that may be investigated.

1. APTICOM - Vocational Interest, Temperment and Aptitude System (VITAS)

Vocational Research Institute
2100 Arch Street
Philadelphia, PA 19103

2. MC CARRON-DIAL

McCarron-Dial Systems
P.O. Box 45626
Dallas, TX 75248

3. MICRO-TOWER

ICD Rehabilitation and Research Center

340 E. 24th Street
New York, NY 10010

4. Skills Assessment Module (SAM)/Prevocational Assessment Screen (PAS)

Piney Mountain Press, Inc.
P.O. Box 333
Cleveland, GA 30528

5. Microcomputer Evaluation and Screening Assessment (MESA)

Valpar International. Inc.
P.O. Box 5767
Tucson, AZ 85703-5767

6. Talent Assessment Program (TAP)

Talent Assessment, Inc.
P.O. Box 5987
Jacksonville, FL 33247-5087

Comprehensive listings and additional information regarding vocational evaluation instruments may be obtained by writing to:

New York State Division for Youth
Bureau of Education and Employment Services
84 Holland Avenue
Albany, NY 12208

Office of Specialized Vocational Research
Department of Specialized Educational Development
Illinois State University
Normal, IL 61761

Wisconsin Vocational Studies Center
University of Wisconsin-Madison
Publication Unit
265 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706

Cooperative Services Model Project
BOCES 2, Suffolk
379 Locust Avenue
Oakdale, NY 11769

PROGRAM-DEVELOPED WORK SAMPLES:

A program-developed work sample can be a cost-effective supplement to commercially developed instruments. It should not be confused with situational vocational assessments. A work sample is a component of a formal vocational evaluation. Frequently, occupational education instructors are called upon to assist in the development of work samples that represent common tasks performed in their area. Program-developed work samples are most commonly used in conjunction with commercially developed instruments. The following format was developed by George Zenk at the University of North Dakota, Grand Forks, North Dakota, Department of Business and Vocational Education, for the development of a work sample for vocational performance screening, and is presented as a suggested guideline:

1. Select an occupational area.
2. List and briefly describe five or more of the most common types of jobs into which your occupational program places students.
3. Select the top three jobs and completely task analyze each of them, listing all of the performance tasks involved.
4. Select and list three similar tasks that occur in each of the three jobs.
5. Provide a detailed analysis of the manual dexterity, eye-hand coordination, and motor functions required of a worker for successful completion of the three selected tasks.
6. Specify the equipment, materials, and supplies necessary for the completion of each of the three tasks.
7. Determine an acceptable rate of performance for each of the tasks.
8. Determine how you will measure or rate performance in each of the three tasks.
9. Describe the student, or type of handicapping condition, with which this work sample will be used.
10. Describe in detail how you would teach each of the three tasks to the student, prior to conducting the performance evaluation.
11. Develop written directions for the work sample and remain consistent in administering the work sample.

USING THE RESULTS:

Occupational program placement is just one outcome of the vocational assessment process. All placement options must be given careful consideration based on the assessment results. It is advisable for the CSE to include someone who is knowledgeable about the occupational education program to provide information on possible options. If necessary, an occupational education program must be specially designed in order to permit a student with a handicapping condition to fully benefit from such programs.

The vocational assessment report and IEP are essential resources for occupational education and special education teachers in developing instructional objectives and modifying teaching strategies. Guidance counselors will find the information particularly useful in conducting annual guidance reviews with students, and in developing their career guidance plans.

Parents with uncertain career expectations for their child are usually appreciative of the assessment process in that it provides objective rationale for recommending an occupational program and establishing career goals based on the student's abilities and the realities of the world of work.

The student must be included as an active and willing participant in the process, and efforts must be made to clearly explain the reasons and outcomes. Vocational assessment is not a test — there is no passing or failing. It is a process that provides insight into one's strengths and personal expectations which may open unexpected doors to new career directions.

Vocational assessment is a student-centered process. The student must always remain the primary reason for an assessment being conducted. A student intake and exit interview is an essential component that makes the process work. Legal mandates and programming requirements should not be considered the primary reasons for a vocational assessment. Helping students to reach their fullest potential is the ultimate result of a well-planned and implemented vocational assessment process.

APPENDIX A

Cooperative Services Model (CSM)Project Directory

(Projects with a primary emphasis on vocational assessment are marked by an asterisk*)

PROJECT/YEAR ESTABLISHED	CONTACT PERSON/TELEPHONE NUMBER	ADDRESS
New York City School District Bronx 1988	Carl Schettini (212) 931-3500	1500 Pelham Park 1st Floor Bronx, NY 10463
New York City School District Manhattan 1988	Ken Sklar (212) 563-6400	116 West 32nd Street 6th Floor New York, NY 10001
* **New York City School District** Brooklyn 1987	Nicholas Grillo (718) 834-6534	OVR 110 Livingston Street 23rd Floor Brooklyn, NY 11201
Buffalo City School District 1987	Vera Keith (716) 842-2373	School #75 99 Monroe Street Buffalo, NY 14206
* **New York City School District** Queens 1986	Barbara Weisent (718) 271-9346 ext. 2045	One LeFrak City Plaza 59-17 Junction Blvd. 20th Floor Corona, NY 11368
* **Broome-Delaware- Tioga Board of Cooperative Educational Services** 1985	Terry Dempsey (607) 729-9301 ext. 301	Broome-Delaware-Tioga BOCES 421 Upper Glenwood Road Binghamton, NY 13907
* **New York City School District** Staten Island 1985	Ellen Poje (718) 816-4800	1139 Hylan Blvd. Staten Island, NY 10350
* **Suffolk II Board of Cooperative Educational Services** 1985	Kathy Rodgers (516) 563-1294	Suffolk II BOCES Islip Career Center 379 Locust Avenue Oakdale, NY 11769
Erie I Board of Cooperative Educational Services 1984	Joyce Bochmann (716) 631-7496	Erie I BOCES 2 Pleasant Avenue West Lancaster, NY 14086

PROJECT/YEAR ESTABLISHED	CONTACT PERSON/TELEPHONE NUMBER	ADDRESS
* **Putnam-Northern Westchester Board of Cooperative Educational Services** 1984	Ruth Richards (914) 245-2700 ext. 298	Putnam-Northern Westchester BOCES Pinesbridge Road Yorktown Heights, NY 10598
Syracuse City School District 1984	Tony Meggesto (315) 425-6549	Syracuse City Schools 725 Harrison Street Syracuse, NY 13210

APPENDIX B

Vocational Rehabilitation District Offices

Albany District Office
55 Elk Street, Room 301
Albany, NY 12207
(518) 473-8097
TTY: (518) 473-8467
Counties Served: Albany, Columbia, Greene, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, Washington

Binghamton District Office
92 Hawley Street
Binghamton, NY 13901
(607) 773-7830
V/TTY: (607) 773-7998

Elmira Satellite Office
110 West Second Street
Elmira, NY 14901
(607) 734-5294
V/TTY: (607) 734-4676
Counties Served: Broome, Chemung, Chenango, Delaware, Otsego, Schuyler, Steuben, Tioga, Tompkins

Bronx District Office
1500 Pelham Parkway South
First Floor
Bronx, NY 10461
(212) 931-3500
TTY: (212) 828-4003
County Served: Bronx

Brooklyn District Office
111 Livingston Street, 23rd Floor
Brooklyn, NY 11201
(718) 834-6550
TTY: (718) 834-6562
County Served: Kings

Buffalo District Office
125 Main Street, 8th Floor
(State Office Building)
Buffalo, NY 14203
(716) 847-3294
TTY: (716) 847-1495
Counties Served: Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, Wyoming

Hauppauge District Office
State Office Bldg., Veterans Highway
Hauppaugue, NY 11788
(516) 360-6357
TTY: (516) 360-6370
County Served: Suffolk
Hempstead District Office
50 Clinton Street, Room 708

Hempstead, NY 11550
V/TTY: (516) 483-6510
County Served: Nassau
Malone District Office
East Main Street Road, 1st Floor

Malone, NY 12953
(518) 483-3530
V/TTY: (518) 483-6070
Counties Served: Clinton, Essex, Franklin, St. Lawrence

Manhattan District Office
116 West 32nd Street, 6th Floor
New York, NY 10001
(212) 563-6400
TTY: (212) 563-8361, (212) 563-8351

Harlem Satellite Office
163 West 125th Street
New York, NY 10027
(212) 678-2300

Staten Island
Satellite Office
1139 Hylan Blvd.
Staten Island, NY 10305
(718) 816-4800
Counties Served: New York, Richmond

Poughkeepsie District Office
120 Dutchess Turnpike
Canterbury Plaza, First Floor
Poughkeepsie, NY 12603
(914) 452-5325
TTY: (914) 452-5995
Counties Served: Dutchess, Orange, Putnam, Sullivan, Ulster

Queens District Office
1 LeFrak Plaza
59-17 Junction Blvd., 20th Floor
Corona, NY 11368
(718) 271-9346
TTY: (718) 271-9799
County Served: Queens

Rochester District Office
109 South Union Street, 2nd Floor
Rochester, NY 14607
(716) 325-5990
TTY: (716) 325-6278
Counties Served: Livingston, Monroe, Ontario, Seneca, Wayne, Yates

Syracuse District Office
333 East Washington Street, Room 230
State Office Building
Syracuse, NY 13202
(315) 428-4179
TTY: (315) 428-4164
Counties Served: Cayuga, Cortland, Jefferson, Madison, Onondaga, Oswego

Utica District Office
State Office Building
207 Genesee Street
Utica, NY 13501
(315) 793-2536
TTY: (315) 793-2667
Counties Served: Fulton, Hamilton, Herkimer, Lewis, Montgomery, Oneida

White Plains District Office
55 Church Street, 3rd Floor
White Plains, NY 10601
(914) 946-1313
TTY: (914) 946-1520
Counties Served: Rockland, Westchester

APPENDIX C

Directory of Special Education Training and Resource Centers in New York State (SETRC)

Albany-Schoharie-Schenectady BOCES SETRC
Maywood School
1979 Central Avenue
Albany, NY 12205
518/456-9069

Broome-Delaware-Tioga BOCES SETRC
421 Upper Glenwood Road
Binghamton, NY 13905
607/729-9301 x/362

Buffalo City SETRC
School #75
99 Monroe Street
Buffalo, NY 14206
716/856-5595 or 856-4710

Cattaraugus-Allegany-Erie-Wyoming BOCES SETRC
Windfall Road
Box 424-B
Olean, NY 14760
716/372-8293

Cayuga-Onondaga BOCES SETRC
234 South Street Road
Auburn, NY 13021
315/253-0361

Clinton-Essex-Warren-Washington BOCES SETRC
Box 455
Plattsburgh, NY 12901
518/561-0100

Delaware-Chenango SETRC
BOCES WDC
10 North Canal Street
Greene, NY 13778
607/656-4105

Dutchess BOCES SETRC
Poughkeepsie Middle School
55 College Avenue
Poughkeepsie, NY 12601
914/471-0983

Erie 1 BOCES SETRC
591 Terrace Boulevard
Depew, NY 14043
716/684-2263

Erie 2-Chautauqua-Cattaraugus BOCES SETRC
9520 Fredonia Stockton Road
Fredonia, NY 14063
716/672-4371 x/337

Franklin-Essex-Hamilton BOCES SETRC
Adirondack Education Center
R.D. #1, Box 7A
Saranac Lake, NY 12983
518/891-5410

Genesee-Wyoming BOCES SETRC
8250 State Street Road
Batavia, NY 14020
716/343-1400 x/296

Hamilton-Fulton-Montgomery BOCES SETRC
Fulton-Montgomery Community College
Route 67 - Room L210
Johnstown, NY 12095
518/762-7754

Herkimer-Fulton-Hamilton-Otsego BOCES SETRC
Gros Boulevard
Herkimer, NY 13350
315/867-2082

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES SETRC
North Elementary
171 East Hoard Street
Watertown, NY 13601
315/785-9137

Livingston-Steuben-Wyoming BOCES SETRC
Holcomb Building
Geneseo, NY 14454
716/243-5470

Madison-Oneida BOCES SETRC
Spring Road
Verona, NY 13478
315/363-8000

Monroe 1 BOCES SETRC
119-S South Avenue
Webster, NY 14580
716/265-4030

Monroe 2-Orleans BOCES SETRC
3599 Big Ridge Road
Spencerport, NY 14559
716/352-2483 or 352-2443

Nassau County BOCES SETRC
Rosemary Kennedy Center
2850 North Jerusalem Road
Wantagh, NY 11793
516/781-4044 x/270-1-2

New York City SETRC
New York City Board of Education
Central Office - Room 610
131 Livingston Street
Brooklyn, NY 11201
718/935-4015

New York City SETRC
High School Office - Room 213
High School for Humanities
351 N. 18 Street
New York, NY 10011
212/675-6101

Region I SETRC
P.S. 79
55 East 120th Street
New York, NY 10027
212/534-6500 x/32 or 33

Region II SETRC
Junior High School 101
2750 Lafayette Aveue
Room 304
Bronx, NY 10465
212/892-5527 x/44 or 45

Region III SETRC
360 36th Street
Brooklyn, NY 11232
718/965-4800 x/53

Region IV SETRC
P.S. 199
1100 Elm Street
Brooklyn, NY 11230
718/645-8515

Region V SETRC
Francis Lewis High School
58-20 Utopia Parkway
Flushing, NY 11365
718/357-8510

Oneida-Herkimer-Madison BOCES SETRC
Box 70
Middle Settlement Road
New Hartford, NY 13413
315/768-4614 or 4686

Onondaga-Cortland-Madison BOCES SETRC
P.O. Box 4754
Syracuse, NY 13211
315/433-2645

Ontario-Seneca-Yates-Cayuga-Wayne BOCES SETRC
Finger Lakes Educational Center
3501 County Road 20
Stanley, NY 14561
716/526-6410

Orange-Ulster BOCES SETRC
Gibson Road
Goshen, NY 10924
914/294-5431 x/276

Orleans-Niagara BOCES SETRC
Kenan Site
195 Beattie Avenue
Lockport, NY 14904
716/439-4328, 4329 or 4320

Oswego BOCES SETRC
County Route 64
Mexico, NY 13114
315/963-3094

Otsego-Delaware-Schoharie-Greene BOCES SETRC
Rexmere Park
Stamford, NY 12167
607/652-7531 x-29

Putnam-No. Westchester BOCES SETRC
Pinesbridge Road
Yorktown Heights, NY 10598
914/245-1050 or 2700 x/288

Rensselaer-Columbia-Greene BOCES SETRC
Box 26
Brookview Road
Brookview, NY 12026
518/732-7266

Rochester City SETRC
Central Administrative Offices
131 West Broad Street
Rochester, NY 14614
716/325-4560 x/2710

Rockland BOCES SETRC
BOCES Media Center
Building #6
61 Parrott Road
West Nyack, NY 10994
914/623-3828

St. Lawrence-Lewis BOCES SETRC
Northeast Campus
P.O. Box 330
Norwood, NY 13668
315/353-6684

Saratoga-Warren BOCES SETRC
Myers Education Center
Henning Road
Saratoga Springs, NY 12866
518/584-3239

Schuyler-Chemung-Tioga BOCES SETRC
Fassett School
Thurston Street
Elmira, NY 14901
607/733-9758

Steuben-Allegany BOCES SETRC
Early Instructional Center
R.D. 1 - Box 82
Bath, NY 14810
607/776-4181

Suffolk 2 BOCES SETRC
School Services Center
Winganhauppauge Road
Islip, NY 11751
516/277-7403 or 7404

Sullivan BOCES SETRC
Ferndale Loomis Road
R.D. 1 Box 522
Liberty, NY 12754
914/292-0082

Syracuse City SETRC
Teacher Center
507 Park Street
Syracuse, NY 13203
315/425-4685

Tompkins-Seneca-Tioga BOCES SETRC
555 South Warren Road
Ithaca, NY 14850
607/257-1551 x/276

Ulster BOCES SETRC
175 Route 32 North
New Paltz, NY 12561
914/255-1402

Washington-Warren-Hamilton-Essex BOCES SETRC
Southern Adirondack Ed. Center
Dix Ave. Building "I"
Hudson Falls, NY 12839
518/793-7721 x/219

Westchester 2 BOCES SETRC
Instructional Services Dept.
Concord Road
Ardsley, NY 10502
914/693-7576

Yonkers City SETRC
Pupil Resource Center
John Burroughs Junior High School
150 Rockland Avenue - Rm. 4031
Yonkers, NY 10710
914/963-2944 or 0592

New York State Education Department
Albany, New York 12234

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